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ABSTRACT

This 6-week institute, developed at the University of Texas at Austin, was designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers. Thirty-eight participants were involved in general sessions, small-groups and independent study, laboratory exercises, and clinical experiences. Site visits were used to enable participants to see the latest techniques and equipment in the institute program. Consultants were available for individual consultation. Evaluation by participants, divided into five committees, resulted in seven significant conclusions. (Appendixes include related program material.) (MJM)

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DIRECTOR'S EVALUATION REPORT

INSTITUTE FOR THE PREPARATION OF
INSTRUCTIONAL DEVELOPMENT SPECIALISTS IN
COMMUNITY COLLEGES OF THE SOUTHWEST

Grant No. 84 (NIH# 84-8908)

May 31 - July 9, 1971

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Conducted By

THE UNIVERSITY OF TEXAS AT AUSTIN

AUSTIN, TEXAS 78712

Directed By

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The University of Texas at Austin
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PROGRAM FOCUS

The purpose of the institute was to prepare selected professional personnel in developing community colleges, to serve as institutional instructional developers. The institute was designed to train these selected individuals to assist faculty members in systematic instructional planning. Today the literature in education stresses the need for instructional decision making which focuses on systematic instruction geared to student learning.

During the past three years a careful study was made of the structure of the institute programs conducted by the University of Texas at Austin to determine their scope, sequence and performance. Our study indicates that the content structure and the strategies pursued in program development seemed to relate themselves well to the professional needs of those who participated in the institutes.

Having gained the necessary expertise and resources to develop a distinctive institute designed to satisfy a need for creative leadership in designing systematic instructional programs, the decision was made to plan an institute for community college personnel who had demonstrated on their own campuses an interest and limited expertise in the introduction of innovative modes of teaching and learning. Data indicates that at the present time there are limited training oriented systems of instruction.

The objectives of the institute program were as follows:

1. To strengthen each participant's knowledge and understanding of a systematic approach to instructional decision making.
2. To assist each participant with the necessary vocabulary, skills, and practice in designing instructional systems incorporating student-oriented behavioral objectives, interactive instruction and validation.
3. To provide participants with the opportunity to become knowledgeable in the application of media to the solution of instructional and learning problems.
4. To assist each participant in designing an institutional plan for the systematic development of an instructional program including analysis, design, and evaluation.
5. To help participants in planning institutional strategies for involving the faculty and students in the implementation of successful teaching and learning designs.

One of the major outcomes of the institute program was the attitudinal changes that took place in the participants. This was stated by almost all of the participants in our evaluations. In terms of the institute relating to the development of knowledges, attitudes or methods and skills, these were ranked on an equal basis by the participants.

PROGRAM OPERATION

A. Participants

The response to the institute announcement exceeded that of last year. This was due perhaps to an increasing interest in the redesigning of instruction to cause learning to take place. Inquiries were received from all areas of the United States including community college teachers and administrators. The

institute, however, had to limit its participation to 40 members.

1. A committee composed of members of the Instructional Media Center, Division of Extension, and the College of Education Junior College Program faculty evaluated applications and selected institute participants on the basis of the following criteria:
 - a. Possession of a master's degree or current work toward the completion of one.
 - b. Evidence of an assignment to duties compatible with the objectives of the institute.
 - c. Recommendation by the president or other community college personnel as a worthy participant.
 - d. Evidence that the applicant planned to make practical application of the institute training.
 - e. Evidence of a sincere desire to participate fully in all institute activities.

In the selection of participants a higher priority was given to those applicants who showed evidence of immediate need for the training and of immediate application of the training in their work in a developing institution. Applicants from the Southwestern region of the United States were given priority.

Prior to the mailing of the institute brochure, the Director of the institute mailed to every two-year college president in the Southwest literature that explained the institute in detail. These documents are attached in the Appendix.

No difficulties were encountered in the selection process because the participants were required to have presidential approval as one of the

major criteria. A copy of this application is also included in the Appendix.

2. The participants covered a wide range of academic responsibilities; the breakdown was: 10 administrators, 16 liberal arts instructors, 6 science instructors, 4 vocational-technical instructors, and 2 media specialists.

A directory is included in the Appendix.

All represented two-year institutions, many of which have a large enrollment of Mexican-American and Indian students. Only 3 of the participants were members of minority groups. Of the 38 participants, 26 indicated that they would work on advanced degrees in the future.

As stated in the evaluation included in the Appendix, the biggest majority stated that they would now be able to systematically plan their educational responsibilities in relationship to their respective institutions.

3. The full time staff included the Director, Assistant Director, Secretary, and Instructional Assistant. A total of 7 outside consultants were used over the six-week period. The faculty-participant ratio was 4:38.

B. Staff

The institute faculty was selected and scheduled as to provide the best continuity that could be obtained.

Dr. Ernest Tiemann, Director
Robert L. Claussen, Assistant Director
Mrs. Jane Piland, Secretary
Claude R. Sanders, Instructional Assistant
Dr. John Roueche, Part-time Consultant
Dr. Robert Davis, Part-time Consultant
Dr. Stephen Yelon, Part-time Consultant
Dr. Walter Hunter, Part-time Consultant
Dr. Glynn Clark, Part-time Consultant
Dr. Thomas Barton, Part-time Consultant
Mr. Joseph Fantl, Part-time Consultant

Consultants invited to serve as faculty members were selected because of their distinctive expertise in some phase of systematic instructional planning. Continuity from week to week was developed by careful pre-institute planning and applying special strategies during the institute. Each Monday morning as different committees would review and evaluate the previous week's program, its strengths and weaknesses were pointed out.

One consultant, Dr. John Roueche, was from the University of Texas at Austin. He is at present a Professor of Junior College Education. He conducted the first week's program and the final week.

C. Activities

The program of the institute was conducted over a six-week period, beginning May 31 and ending on July 9. Participants were involved in general sessions, small groups, independent study, laboratory exercises and clinical experiences.

Every effort was made to utilize the latest techniques and equipment in the institute program. Most of this equipment we either had on hand or we had it brought in for demonstration purposes. Site visits were used to allow the participants to see these new techniques in active use. Displays of the newest instructional materials and equipment were maintained each week.

The institute was conducted during the University schedule for summer school. Other scheduled times had been tried in the past but

following the regular summer school schedule gives us the best program schedule for the institute.

With the 4 full-time institute staff members and the seven consultants we were able to offer the variety of activities as described above. The institute participants had a major voice in how the institute was structured. We maintained full flexibility to offer the best allocation of activities and time. Many times our prior plans were modified in order that we could more specifically fit the needs of the participants. The weekly participant committees gave us valuable feedback so that we could offer the best program.

One of the best activities was the afternoon small group sessions which served as a feedback session to the morning program. It was in these sessions where the real exchange of helpful information took place. Consultants were also available for individual consultation. Special arrangements were made to facilitate this phase of the program.

We had excellent facilities with rooms available for small groups to meet independently. The institute participants found living-dining facilities close by. This was a major factor in making their stay in Austin more pleasant. One of the best rapports among staff-faculty-participants was demonstrated by this particular institute group. There is nothing that we would change as far as the formal program of the institute is concerned. Everything went very well. Special efforts were made to maximize feedback and interaction.

D. Evaluation

The institute participants were divided each week into 5 committees of eight each. It was the responsibility of each committee to undertake the following objectives:

1. Each Monday morning the chairman of each committee would present an evaluation of the past week's activities. There was a limit of 10 minutes for each committee.
2. He discussed in depth the issues raised by the consultants.
3. On each Friday, before dismissing for the week, the chairman from each committee would discuss issues that were raised during that week. (Interaction with the consultant). Group summaries by participants and comments by the consultants were also on the agenda for this session.

As a result of this feedback strategy, participants were able to review content structure and evaluate its significance to the solution of instructional problems. Opportunity was provided to evaluate each participant's involvement in the institute and measure his performance. It also provided the opportunity to summarize each week's program and share this with the presenter for the next week.

E. Relationship with the U. S. Office of Education

We encountered no problems with administrative arrangements within the guidelines and procedures set up. Every function and activity was executed without any problems.

CONCLUSIONS

Some very significant conclusions might be drawn from the experiences of this year's institute.

1. As a result of the expertise gained from previous institutes and the accumulation of significant and relevant resource materials, this year's program proved to be more appealing and challenging to the participants.
2. The involvement of Professor John Roueche, Professor of Junior College Education in the College of Education provided a link with the academic structure of the university and this proved to be very helpful.
3. A climate of critical analysis was created early in the institute which opened up channels of communication between participants and instructors. There was a maximum of interaction among participants during the institute.
4. The emphasis on problem solving highlighted this year's institute. Throughout the institute participants were relating their daily input of information to the solution of their instructional problems on their own campuses.
5. Plans for a continuing follow-up program were initiated by the recommendation to appoint an advising committee of six members, three of whom were participants in last year's institute and three from this year's institute. This committee of six leaders has been appointed. It will be the task of this committee to recommend steps to be taken to evaluate the performance of the participants in developing programs of student-oriented systems of instruction at their respective institutions.
6. Evaluative data indicate that greater effort must be made to encourage the consultants to share with each other their instructional plans so as to provide better continuity in program development. To bring this about, it is planned to use most of the same consultants in next year's institute and have each develop a set of instructional goals for his week's program.

A final conclusion drawn from the evaluation data indicates a desire on the part of the participants to come together for evaluative follow-up. Plans should therefore be made to get feedback from the participants which will describe the changes they are bringing about on their campuses. To facilitate this follow-up activity plans are being made to develop an informal newsletter which will serve as a catalyst in achieving this objective.

APPENDIX

TABLE OF CONTENTS

APPENDIX

EXHIBIT I	Materials	Institute Brochure
EXHIBIT II	Publicizing	Announcement Newsletter
EXHIBIT III	Institute	Letter of Invitation
EXHIBIT IV	(Sent To All	Letter Accompanying Application Blanks
EXHIBIT V	Two-Year	University of Texas Application Blank
EXHIBIT VI	Colleges in the	Participant Notification Letter
EXHIBIT VII	Southwest)	List of Participants
EXHIBIT VIII		General Bulletin to Participants
EXHIBIT IX	Informative	Second Information Bulletin to Participants
EXHIBIT X	Materials	Map Showing Location of Thompson Center
EXHIBIT XI	Sent to	Map of University of Texas Campus
EXHIBIT XII	Participants	Listing of Available Housing
EXHIBIT XIII	Prior to	Program Outline and Faculty
EXHIBIT XIV	Institute	
EXHIBIT XV	Resource	Sound Education Report Listing
EXHIBIT XVI	Material	Listing of E. K. I. C. Abstracts
EXHIBIT XVII	Available	Microfiche Directory
EXHIBIT XVIII	in	Institute Library Listing
EXHIBIT XIX	Institute	Selected Readings for Systematic
EXHIBIT XX	Library	Instructional Planning
EXHIBIT XXI		Institute Committee List
		Final Evaluation Form for Institute
		Participant Information and Evaluation Forms

For additional information, contact:

DR. ERNEST F. TIEMANN, DIRECTOR

**INSTITUTE FOR THE PREPARATION OF INSTRUCTIONAL
DEVELOPMENT SPECIALISTS IN COMMUNITY COLLEGES**

**THE UNIVERSITY OF TEXAS AT AUSTIN
INSTRUCTIONAL MEDIA CENTER
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712**

PHONE: (512) 471-3572

In conducting this institute The University of Texas at Austin will adhere to Sec. 601, Title VI of the Civil Rights Act which states that "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

ADMINISTRATION AND FACULTY

Ernest Tiemann, Institute Director, Director, Instructional Media Center, Associate Professor of Educational Psychology, The University of Texas at Austin, Austin, Texas

Robert L. Clausen, Assistant Institute Director, Instructional Media Coordinator, Instructional Media Center, The University of Texas at Austin, Austin, Texas

D. Thomas Barton, Director, Greenville Tech. Ed. Center, Greenville, South Carolina

Dr. Givyn E. Clark, President, Meramec Community College, St. Louis, Missouri

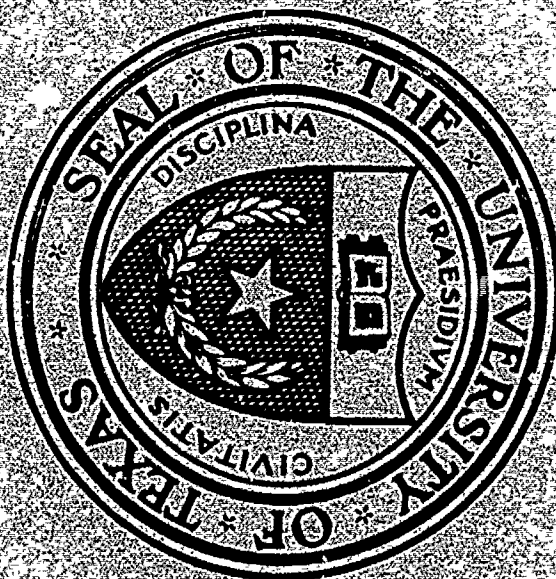
Dr. Robert Davis, Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan

Dr. Walter Hunter, Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri

Dr. John Roueche, Professor of Junior College Education, The University of Texas at Austin, Austin, Texas

Dr. Steve Yelon, Assistant Director, Learning Services, Educational Development Program, and Associate Professor of Educational Psychology, Michigan State University, East Lansing, Michigan

**INSTITUTE FOR THE PREPARATION
OF INSTRUCTIONAL DEVELOPMENT
SPECIALISTS IN COMMUNITY COLLEGES**



THE UNIVERSITY OF TEXAS AT AUSTIN

MAY 31-JULY 9, 1971

An Institute for Community College Instructional Development and Innovation

Authorized under Title V-E, Education Professions Development Act, P. L. 90-35.

Administered by The U.S. Office of Education in cooperation with The Instructional Media Center (VIB), Division of Extension, and the College of Education Junior College Program.

EXHIBIT I

INSTRUCTIONAL DEVELOPMENT INSTITUTE

THE UNIVERSITY OF TEXAS AT AUSTIN

PROGRAM

The program of the institute will be conducted over a six-week period, beginning on May 31 and terminating on July 9. The institute is designed for institutional representatives who are responsible for working with the faculty in the development of instructional programs.

Participants will be involved in general sessions, small groups, independent study, laboratory exercises, and clinical experiences.

The institute will relate itself to the following areas of study:

- The Comprehensive Community College-Philosophy, and Purposes
- Development of a Rationale for Instructional Systems
- Applying Learning Theories to the Process of Learning
- Developing a Behaviorally-Oriented Approach to Designs for Learning
- Making the Components of a Behaviorally-Oriented System of Learning and Teaching Operational
- A Workable Systems Approach to Learning
- Developing a Self-Directed Learning Program
- Accountability in the Community College
- How to Introduce Innovative Practices
- How to Develop Institutional Involvement in a Phased Instructional System Design Including the Community, and Administration and the Faculty
- Change Strategies for Community Colleges
- Designing, Preparing and Presenting Plans for a Phased Instructional Development Program

CRITERIA FOR ADMISSION

A committee composed of members of the Instructional Media Center, Division of Extension, and the College of Education Junior College Program faculty will evaluate applications and select institute participants on the basis of the following criteria:

1. Possession of a master's degree or be currently working toward the completion of one.
2. Evidence of an assignment to duties compatible with the objectives of the institute.
3. Be recommended by the president or other community college personnel as a worthy participant.
4. Evidence that the applicant plans to make practical application of the institute training.
5. Evidence of a sincere desire to participate fully in all institute activities.

ACADEMIC CREDIT

Although the institute is primarily designed to facilitate systematic instructional planning, some participants may want college credit for their institute work. Six semester hours of graduate credit will be offered.

Institute participants not desiring to work toward a degree or certification at The University of Texas may enroll as summer session transient students. Requirements for admission to the graduate school do not apply to transient students. Even though transient students are not registered in the graduate division, they may receive graduate credit if qualified.

In the selection of participants a higher priority will be given to those applicants who show evidence of immediate need for the training and of immediate application of the training in their work in a developing institution. Applicants from the Southwestern region of the United States will be given priority.

HOUSING

Adequate housing is available in both university-owned dormitories and in privately-owned apartment buildings. For information on university housing, contact:

The Division of Housing and Food Services
Box 7666, University Station
Austin, Texas 78712

A list of privately owned apartment buildings will be furnished by the institute office.

STIPENDS

Each participant will receive a stipend of \$75.00 per week, plus \$15.00 per week for each dependent. No tuition fees will be charged to institute participants. Costs for books, travel, room, and board will be paid by the participants.

RECREATION

The recreational facilities provided by the University, the City of Austin, and the Highland Lakes Area offer almost unlimited opportunities for summer recreational activities. A number of social and recreational activities have been planned for the institute participants and faculty.

DEADLINES

APRIL 1-POSTMARK DEADLINE FOR SUBMISSION OF APPLICATIONS

APRIL 15-NOTIFICATION OF SELECTION OF PARTICIPANTS

MAY 1-POSTMARK DEADLINE FOR ACCEPTANCE AS PARTICIPANTS

NEWS FROM THE INSTRUCTIONAL MEDIA CENTER

THE UNIVERSITY OF TEXAS AT AUSTIN

Visual Instruction Bureau, Division of Extension P.O. Box W - University Station Austin, Texas 78712

Ernest Tiemann, Director

(512) 471 3571

ANNOUNCING THE 1971 COMMUNITY COLLEGE INSTITUTE FOR INSTRUCTIONAL DEVELOPMENT AND INNOVATION

The U. S. Office of Education has authorized funds for the Instructional Media Center of the University of Texas at Austin to conduct a six-week summer institute to prepare selected professional personnel in developing community colleges to serve as institutional instructional developers to assist faculty members in designing systematic instructional programs which will facilitate student learning.

Community colleges will be invited to nominate candidates for the institute in accordance with a set of criteria. The institute will be limited to 40 participants. Those approved to attend the institute will receive stipends of \$75.00 per week and an allowance of \$15.00 per week per dependent.

Distinguished and experienced national leaders in the area of instructional development will serve on the faculty of the institute. These include: Dr. Thomas Barton, Director, Greenville Tech. Ed. Center, Greenville, South Carolina; Dr. Glynn E. Clark, President, Meramec Community College, St. Louis, Missouri; Dr. Robert Davis, Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan; Dr. Walter Hunter, Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri; Dr. John Roueche, Professor of Junior College Education, The University of Texas at Austin, Austin, Texas; Dr. Steve Yelon, Assistant Director, Learning Services, Educational Development Program, and Associate Professor of Educational Psychology, Michigan State University, East Lansing, Michigan.

This institute is the fourth in a series of institutes funded by the U. S. Office of Education. Over 200 professional staff personnel in community colleges have participated in the leadership development program.

The 1971 institute will begin on May 31 and terminate on July 9.

The institute will be directed by Ernest Tiemann, Director of the Instructional Media Center.

Information about the institute may be secured by contacting the office of the Instructional Media Center of the University of Texas at Austin, P. O. Drawer W, University Station, Austin, Texas 78712. Telephone (512) 471-3571.

WEEKLY OVERVIEW

PROGRAM PLANS	INSTRUCTIONAL LEADERSHIP	WEEK
Registration and Orientation The Setting: The Comprehensive Community College - Philosophy and Purposes Development of a Rationale for Instructional Systems	Dr. John Roueche	May 31 - June 4
Applying Learning Theories to the Process of Learning Developing a Behaviorally-Oriented Approach to Designs for Learning	Dr. Robert Davis	June 7 - 11
Making the Components of a Behaviorally-Oriented System of Learning and Teaching Operational	Dr. Steve Yelon	June 14 - 18
A Workable Systems Approach to Learning Developing a Self-Directed Learning Program Accountability in the Community College How to Introduce Innovative Practices	Dr. Walter Hunter Dr. Glynn E. Clark	June 21 - 25
How to Develop Institutional Involvement in a Phased Instructional System Design Including the Community, the Administration and the Faculty	Dr. Thomas Barton	June 28 - July 2
Change Strategies for Community Colleges Designing, Preparing and Presenting Plans for a Phased Institutional Instructional Development Program	Dr. John Roueche	July 5 - 9

INSTITUTE FACULTY

1. Dr. John E. Roueche is Professor of Junior College Education, The University of Texas at Austin, Texas.
2. Dr. Robert Davis is the Associate Director, Educational Development Program, Michigan State University, East Lansing, Michigan.
3. Dr. Steve Yelon is the Assistant Director, Learning Services, Educational Development Program, and is Associate Professor of Educational Psychology at Michigan State University, East Lansing, Michigan.
4. Dr. Walter Hunter is the Associate Dean of Instruction, Meramec Community College, St. Louis, Missouri.

Dr. Glynn E. Clark is President, Meramec Community College, St. Louis, Missouri.
5. Dr. Thomas Barton is the Director, Greenville Tech. Ed. Center, Greenville, South Carolina.



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

February 16, 1971

This is the third year that the University of Texas at Austin has been given funds by the U. S. Office of Education to conduct a six-week summer institute under the Education Professions Development Act.

We wish to take this opportunity to invite your institution to select a professional staff member to apply for participation in this institute.

Experiences gained from previous institutes have helped us to design a program that will be of great help both to the participant and the institution he represents.

Will you and your staff be kind enough to review the attached descriptive literature and return the reply card not later than March 3?

It is our sincere hope that the response to this invitation will be favorable. We are interested in helping you to strengthen your instructional program.

Let me emphasize again that it is very important to select a participant who is able to fulfill the objectives outlined by the institute. We cannot stress the importance of the selection process.

Again let me remind you to return the reply card no later than March 3.

May we have the pleasure of hearing from you?

Sincerely yours,

A handwritten signature in cursive script that reads "Ernest Tiemann".
Ernest Tiemann, Director
Instructional Media Center

ET:jp



THE UNIVERSITY OF TEXAS AT AUSTIN

DIVISION OF EXTENSION

AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

We appreciate very much receiving word of your interest in our institute this summer. We hope that you will select an applicant who is capable of fulfilling the requirements outlined in the brochure.

We are sending you two forms to complete. The one-page green-colored form, APPLICATION FOR ADMISSION, should be returned to us. The white-colored form, APPLICATION FOR ADMISSION TO AN INSTITUTE, should be filled out by the applicant and sent to us.

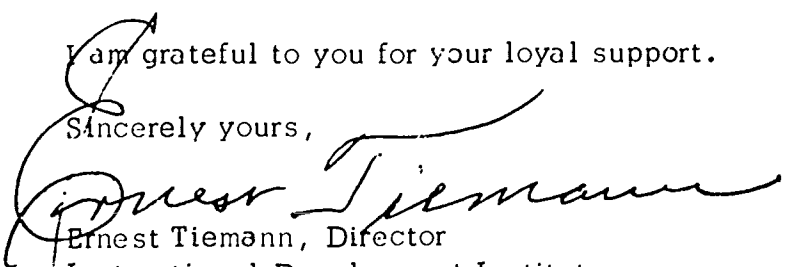
The deadline for receiving the application forms is April 1. We hope you can return them to us at an earlier date, if possible.

A very important criteria in the selection of candidates for admission to the 1971 institute will revolve around the evidence the candidate can submit to the selection committee to indicate that he has the support of the administration in implementing the objectives of the institute. A support document by the administration would be helpful to reinforce the APPLICATION FOR ADMISSION.

Every effort will be made to make this institute not only academically acceptable, but also practical in helping to solve our institutional instructional problems.

I am grateful to you for your loyal support.

Sincerely yours,


Ernest Tiemann, Director
Instructional Development Institute

ET:jp

Enclosures

APPLICATION FOR ADMISSION
INSTITUTE FOR INSTRUCTIONAL DEVELOPMENT
IN COMMUNITY COLLEGES OF THE SOUTHWEST
MAY 31 - JULY 9, 1971
THE UNIVERSITY OF TEXAS AT AUSTIN

1. NAME OF INSTITUTION SUBMITTING APPLICATION _____
ADDRESS _____
City State Zip
PHONE _____
Area Code
2. NAME OF APPLICANT _____
Last First Middle Maiden
SOCIAL SECURITY NO. _____ POSITION _____
ADDRESS _____
City State Zip
PHONE _____
Area Code

The purpose of this institute is to train selected qualified professional personnel in our community colleges to become skilled and knowledgeable decision-makers in the design of systematic instructional programs which will facilitate the teaching and the learning process. It will be the responsibility of the participant to communicate well with the administration and the faculty in creating a climate of acceptance of such a system design. The institution should be willing to provide the type of support that will result in demonstrated performance by the participant. It is hoped that the institution will endorse the establishment of funds to provide the participant an opportunity to develop a pilot instructional development program.

I recommend that the above named person be selected to attend the institute.

Signature of President

Date

This application must be returned on or before April 1, 1971. Mail completed application to:

Ernest Tiemann, Institute Director
The University of Texas at Austin
Instructional Media Center
Drawer W, University Station
Austin, Texas 78712



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Visual Instruction Bureau
Drawer W, University Station
Phone 471-3571 (Area Code 512)

Instructional Development
Institute

April 15, 1971

We are very pleased to notify you that you have been selected as a participant in the Instructional Development Institute.

Please notify our office no later than April 26 if you can accept our invitation. We have moved this deadline forward a week in order that we can meet UT registration deadlines.

Enclosed you will find some very important forms. Please follow the instructions on the attached sheets to eliminate any problems concerning your application for final processing.

If you have any problems or do not understand any of these instructions, please do not hesitate to call our office.

We are looking forward to working with you this summer. Upon receipt of your acceptance letter, additional information about the institute will be sent.

Sincerely,

A handwritten signature in cursive script, reading "R L Claussen".

Robert L. Claussen
Assistant Director

RLC:jp

Enclosures

PARTICIPANTS
INSTRUCTIONAL DEVELOPMENT INSTITUTE
MAY 31 - JULY 9, 1971

Mr. Paul Dean Ausmus, Instructor
Howard County Junior College
11th Place and Birdwell Lane
Big Spring, Texas 79720

Mr. Ruth M. K. Belknap
Professor of Nursing
Cochise College
Douglas, Arizona 85607

Mr. Bobby Lee Blackburn
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Miss Betty Bleeker
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Alvin, Texas 77511

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Assistant Dean of Instruction
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Mrs. Flora deHart, Prof. of English
Louisburg College
Louisburg, North Carolina 27549

Mr. Walter S. DeLany, Jr.
Acting Dean of Instruction
Cooke County Junior College
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Division Chairman, Humanities
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Hutchinson, Kansas 67501

Mr. John W. Fields, Instructor
Foreign Languages
Weatherford College
Weatherford, Texas 76086

Mr. Michael A. Fitzpatrick
Instructor, English Department
Texas Southmost College
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Brownsville, Texas 78520

Mr. Edward H. Garcia
Assistant to the Dean
Texas Southmost College
83 Fort Brown
Brownsville, Texas 78520

Mr. Horace F. Gillespie
Director, Liberal Arts Division
Angelina College
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Lufkin, Texas 75901

Mr. John Calvin Gillis
Assistant Dean and Director of Acad
Eastern New Mexico University
Box 6761
Roswell, New Mexico 88201

Mrs. Frances A. Grandt
Instructor, English Department
Glendale Community College
6000 West Olive
Glendale, Arizona 85301

Mrs. Jimmie Rose Hancock
English Instructor
Paris Junior College
Clarksville Street
Paris, Texas 75460

Mr. Roger W. Haraughty
Electronics Instructor
Okla. State Univ. Tech. Institute
900 North Portland
Oklahoma City, Oklahoma 73107

Mr. Leo Dana Harman
Dean of Instruction
Bacone College
Bacone, Oklahoma 74420

Mr. Billy J. Hughen
Dept. Chairman, Assoc. Prof., History
Tarrant County Junior College, South
5301 Campus Drive
Fort Worth, Texas 76119

Mr. Charles Madison-Bacon
Instructor of Social Studies
Utica Junior College
Utica, Mississippi 39175

Mr. Robert R. McKinney
Director, Instructional Media
Southwest Texas Junior College
Uvalde, Texas 78801

Mr. Robert S. Montgomery
Coordinator of Evening Programs
Brazosport College
Drawer 955
Freeport, Texas 77541

Mrs. Eunice E. Parker
Instructor, Biology & Chemistry
Hill Junior College
P. O. Box 619
Hillsboro, Texas 76645

Mr. Lennis Ray Polnac
English Instructor
Ranger Junior College
College Circle
Ranger, Texas 76470

Mr. Artre H. Rusk, Jr.
Chairman, Div. of Ind. Educ.
College of the Mainland
8001 Palmer Highway
Texas City, Texas 77590

Mr. James R. Schwarz
Biology Instructor
McLennan Community College
1400 College Drive
Waco, Texas 76703

Mrs. Wanda Jean Sivells
Director of Learning Center
Wharton County Junior College
911 Boling Highway
Wharton, Texas 77488

Mr. Phillip R. Shelp
Chairman, Department of Biology
Concordia Lutheran College
3400 Interregional
Austin, Texas 78705

Mrs. Peggy J. Solberg
Department Chairman, Beh. Occ.
Tarrant Co. Jr. College, N. E.
828 Harwood Road
Hurst, Texas 76053

Mr. Henry E. Speck, Jr.
Dean and Chief Adm. Officer
Christian College of the Southwest
P. O. Box 28295
Dallas, Texas 75228

Mr. Harvey R. Spies
Dean of Instruction
Blinn College
902 College Avenue
Brenham, Texas 77833

Mr. Thomas E. Stutzenburg
Associate Professor, History
San Antonio College
1300 San Pedro
San Antonio, Texas 78212

Mr. Claude Alvin Talley, Jr.
Instructor and Chairman, Economics
Victoria College
2200 E. Red River
Victoria, Texas 77901

Mr. Fred E. Webb, Jr.
Instructor, Vocational-Technical
Related Studies, Drafting, Hum. Rel.
Butler County Community Junior College
Haverhill Road
El Dorado, Kansas 67042

Mr. George James Wilkerson
Division Chairman, Humanities
John Tyler Community College
Chester, Virginia 23831

Mr. Orin Lee Wilkins
Academic Dean
Southwestern College
4700 N. W. Tenth
Oklahoma City, Oklahoma 73127

Mrs. Marian E. P. Wirth
Dean of Women, Psych. & Rem. Reading
Instructor
Connors State College
Warner, Oklahoma 74469

THE UNIVERSITY OF TEXAS AT AUSTIN
HIGHER EDUCATION INSTRUCTIONAL DEVELOPMENT INSTITUTE
May 31 - July 9, 1971

GENERAL BULLETIN TO PARTICIPANTS

The purpose of this bulletin is to answer a variety of questions that may have arisen regarding the institute.

REGISTRATION PACKETS

You will receive a registration packet around the 15th of May. Please complete these items and mail all back to this office as soon as you can. Be sure to include the plastic U. T. identification card. We must have this, also. Any former student of the University of Texas at Austin who does not have this card must submit \$1.00 for replacement. Mail your completed packets to: Instructional Media Center, Drawer W, University Station, Austin, Texas 78712.

GENERAL PROPERTY DEPOSIT

All new students to the University of Texas at Austin must submit with their registration materials a check in the amount of \$10.00 for their General Property Deposit. Institute funds do not cover this fee since it is a refundable item. All former students who do not have this on deposit, must again submit this \$10.00. Make all checks payable to the University of Texas. This deposit, less charges, will be returned to the student.

A general property deposit which remains without call for refund for a period of four years from the date of last attendance at The University of Texas at Austin shall be forfeited, and the deposit shall become operative to the permanent use and purpose of the Student Property Deposit Scholarship. This applies to deposits made in the past, as well as to those to be made in the future.

CONVENING DATES AND LOCATION

Room 3-120 of the Joe C. Thompson Conference Center, The University of Texas campus, will be the official location of the institute. This room is located on the third floor of the building. A map is enclosed for your convenience.

The first session for participants will begin at 9:00 A. M. on Monday, May 31, in Room 3-120 of Thompson Center.

INSTITUTE HOURS

Institute sessions will normally convene at 9:00 A. M. The lunch break will be from 12:00 A. M. to 1:30 P. M. The institute day will officially end at 5:00 P. M. Evening sessions will be scheduled in some instances, always on Monday, Tuesday, Wednesday, or Thursday nights. When evening sessions are held, the normal hours will be from 7:00 P. M. to 8:30 P. M. Weekends are not scheduled.

ACADEMIC CREDIT

Although the institute is primarily designed to facilitate systematic instructional planning, some participants may wish college credit for their institute work. Six semester hours of graduate credit will be offered.

Institute participants not desiring to work toward a degree or certification at The University of Texas may enroll as summer session transient students. Requirements for admission to the Graduate School do not apply to transient students. Even though transient students are not registered in the graduate division, they may receive graduate credit if qualified. Such credit is readily transferable to other colleges.

HOUSING

Adequate housing is available in both university-owned dormitories and in privately-owned apartment buildings. For information on university housing, contact:

The Division of Housing and Food Service
Box 7666, University Station
Austin, Texas 78712

Since facilities for family housing are extremely limited in Austin, institute participants are advised to take this into consideration when making their summer plans.

Each institute participant must negotiate his own housing arrangements. A limited list of possible privately-owned housing contacts is attached. Registrants are asked to contact these housing facilities directly.

A listing of all institute participants is enclosed for those participants desiring to work out joint housing arrangements with other participants.

STIPEND PAYMENTS

There will be two payments made to participants. Participants will receive one-half of the total stipend on June 1 and one-half on July 9.

CLOTHING

All sessions will be conducted in air-conditioned buildings. The evenings are usually pleasant but may be cool enough for a light sweater or jacket, especially if you visit the lakes.

RECREATION

The recreational facilities provided by the University, the City of Austin, and the Highland Lakes Area offer almost unlimited opportunities for summer recreational activities. A number of social and recreational activities have been planned for the institute participants and faculty.

INSTRUCTIONAL MEDIA CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712

EXHIBIT IX

GENERAL BULLETIN # 2

Enclosed you will find a detailed description of each week's agenda. Please study this carefully. Bring this copy with you to the institute as additional copies will not be available.

Textbooks--Some of the textbooks will be issued to you and are to be returned at the close of the institute. An approximate cost of \$10.00 will be charged for additional texts which you will keep at the close of the institute.

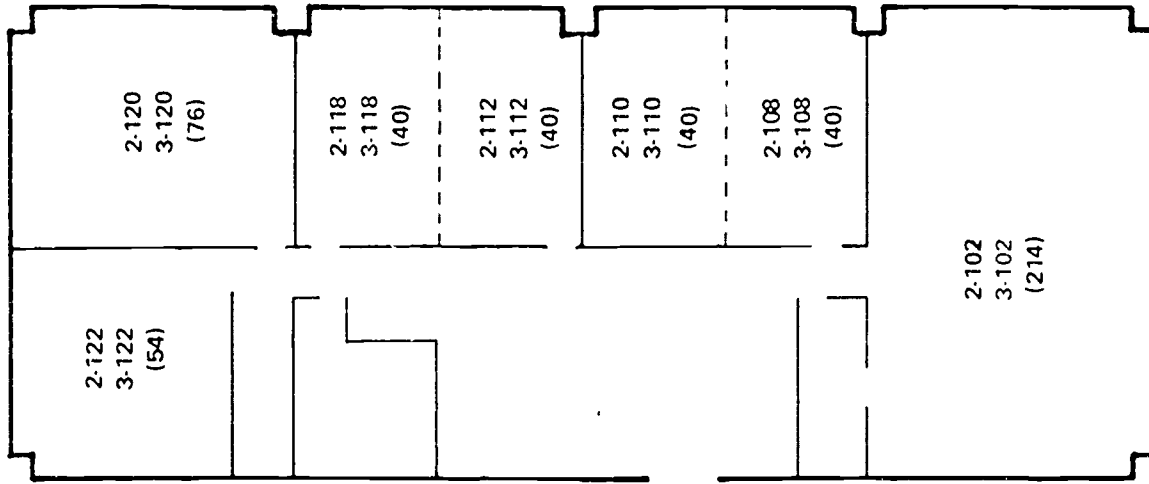
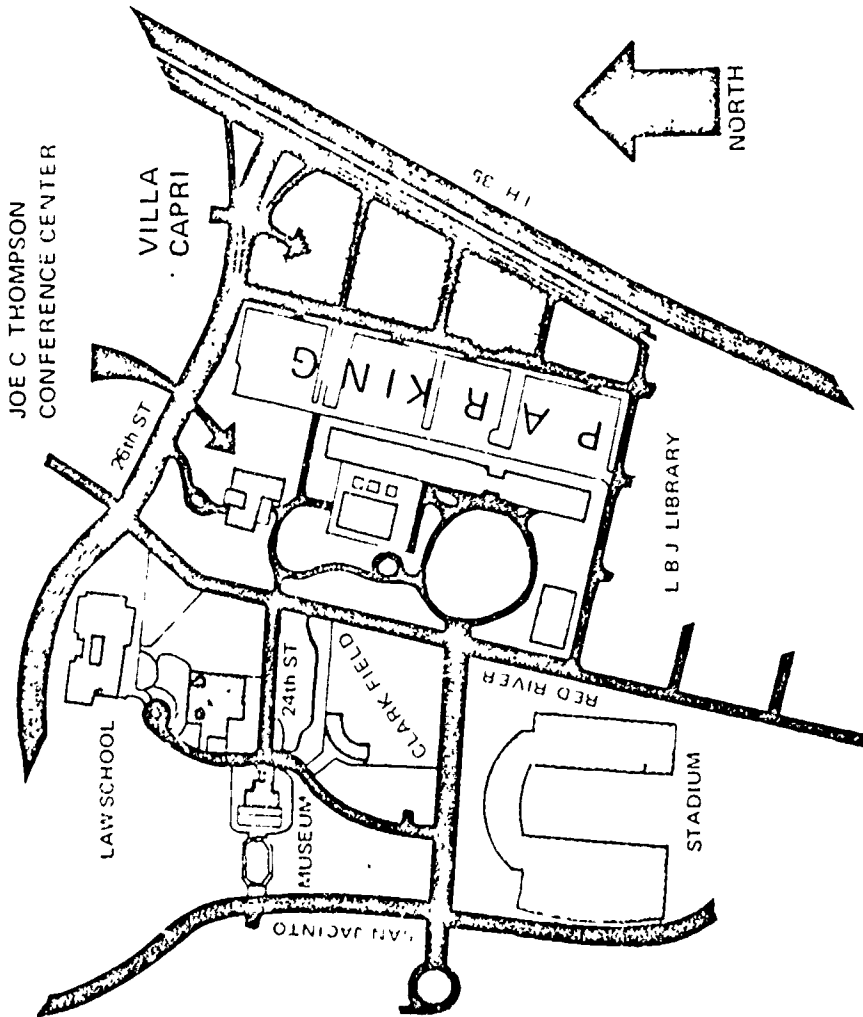
An extensive library collection will be available at the institute facilities. This will include audio cassettes and micro-fiche copies, also.

Please bring with you curriculum materials* that pertain to your academic area of responsibility as the second and third weeks will be oriented to the design of production of an individualized learning package.

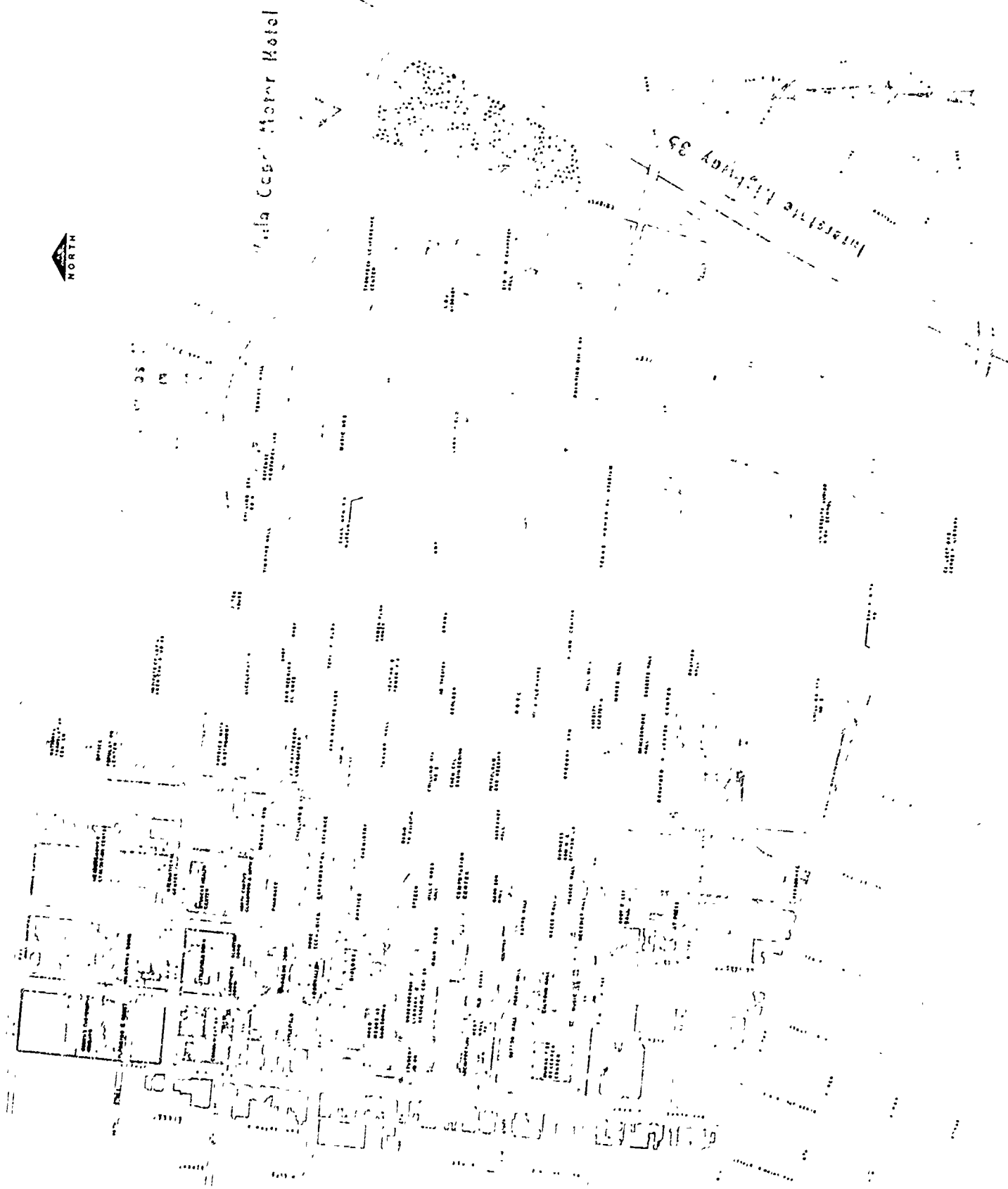
*(Text, lab manuals, bibliography, course syllabi)

There will be a field trip to the College of the Mainland, Texas City, Texas, on July 5. Transportation will be provided to and from Texas City for institute participants.

On the first day of the institute, May 31, we will begin at the scheduled time of 9:00 A. M. in 3-120 of Thompson Center. An informal hour with coffee and rolls will be the first order of business. At 10:00 A. M. we will start with the orientation program to the institute. This will continue until noon. We are not scheduling the afternoon Monday so as to allow you to take care of any housing needs or registration problems. We will begin at 9:00 A. M. Tuesday with the week's work program.



COND FLOOR
THIRD FLOOR (SIMILAR)



HOUSING

This is not an exhaustive listing of housing accommodations. It is provided merely to suggest possibilities of housing near the institute.

Apartments

BLACKSTONE APARTMENTS, 2910 Red River Street, Austin, Texas 78705. Telephone: (512) 476-5631.

CAMPUS COLONY, 300 East 30th Street, Austin, Texas 78705. Telephone: (512) 476-1700.

CASA DEL RIO APARTMENTS, 3212 Red River, Austin, Texas 78705. Telephone: (512) 478-1834.

CASTILIAN, THE, 2323 San Antonio, Austin, Texas 78705. Telephone: (512) 471-0311.

CAVALIER APARTMENTS, 307 East 31 St., Austin, Texas 78705. Telephone: (512) 472-1111.

DORIS APARTMENTS, 304 East 33 Street, Austin, Texas 78705. Telephone: (512) 472-1111.

FOREST DALE APARTMENTS, Mr. F. D. Gentry, 3304 Red River Street, Austin, Texas 78705. Telephone: Office (512) 477-1213; Home (512) 451-1111.

FOUNTAIN TERRACE APARTMENTS, 610 West 30 Street, Austin, Texas 78705. Telephone: (512) 477-8858.

LA FIESTA APARTMENTS, 400 East 30 Street, Austin, Texas 78705. Telephone: (512) 477-1800.

LA FONTANA APARTMENTS, 1230 East 30th Street, Austin, Texas 78705. Telephone: (512) 454-6252.

LE FONT APARTMENTS, 893 West 28th Street, Austin, Texas 78705. Telephone: (512) 472-6080.

LOUIS MANOR APARTMENTS, 1807 Brumos, Austin, Texas 472-7711 (512).

MAJUNA KAI APARTMENTS, 405 East 31 Street, Austin, Texas 78705. Telephone: (512) 472-2147.

MAYFAIR HOUSE, 2000 Pearl, Austin, Texas 78705. Telephone: (512) 472-5437.

NORTHWOOD TERRACE APARTMENTS, 08 East 32 Street, Austin, Texas 78705. Telephone: (512) 478-3149.

RIVER OAKS APARTMENTS, 3001 Red River Street, Austin, Texas 78705. Telephone: (512) 472-3914.

Hotels

MACIA MOTEL, 3800 North Interregional, Austin, Texas 78751. Telephone: (512) 452-7688.

J & J MOTEL, 3505 North Interregional, Austin, Texas 78722. Telephone: (512) 452-5775.

MOUNT VERNON MOTOR HOTEL, 4001 North Interregional, Austin, Texas 78722. Telephone: (512) 465-5464.

OAK MOTEL, 2901 North Interregional Highway, Austin, Texas 78722. Telephone (512) 476-9597.

RIDGEWOOD MOTEL, 4600 East Avenue, Austin, Texas 78751. Telephone: (512) 453-7381.

RIO BEST WESTERN MOTEL, 4800 North Interregional, Austin, Texas 78751. Telephone: (512) 452-9494.

RODEWAY INNS, 2900 North Interregional, Austin, Texas 78722. Telephone: (512) 477-6395.

STAR MOTEL, 3101 North Interregional, Austin, Texas 78722. Telephone: (512) 478-1631.

VILLA CAPRI MOTOR HOTEL, 2400 North Interregional, Austin, Texas 78705. Telephone: (512) 476-6171.

WEST WINDS MOTEL, 4508 North Interregional, Austin, Texas 78751. Telephone: (512) 452-2511.

PROGRAM OUTLINE AND FACULTY



INSTITUTE FOR THE PREPARATION OF
INSTRUCTIONAL DEVELOPMENT
SPECIALISTS IN COMMUNITY COLLEGES

MAY 31 - JULY 9, 1971

FIRST WEEK

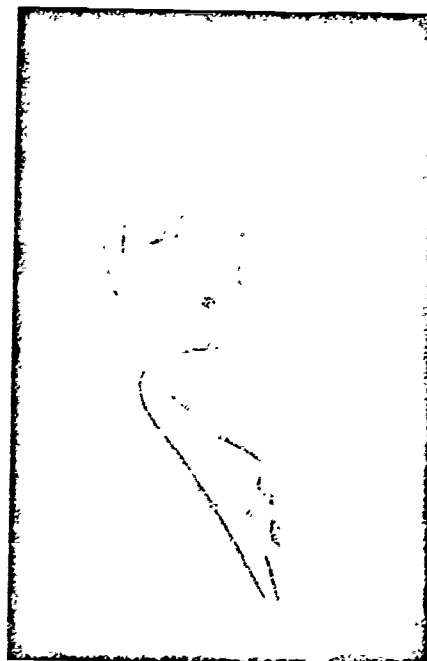
MAY 31 - JUNE 4

INSTRUCTOR: Dr. John Roueche

GOAL: Participants will understand the unique mission of community colleges.

OBJECTIVE: Each participant will write a paper (10-20 pages) describing the learning problems on his campus and developing a set of instructional strategies to accommodate those problems.

TOPICS: Community Colleges: The Setting
Philosophy, Programs, Purposes
Students: Learning Problems
Teaching to Cause Learning
Assumptions on Instructional Strategies



DR. JOHN ROUECHE

Dr. John Roueche is Professor of Junior College Education at The University of Texas at Austin. Dr. Roueche received his Ph.D. at The Florida State University in 1964. He received his M. A. at Appalachian State University in 1961. He also attended Lenoir-Rhyne College and Mitchell Colleges in North Carolina.

Dr. Roueche was formerly the Director of the Junior College Division of The Regional Education Laboratory for the Carolinas and Virginia. He was the Associate Director of the ERIC Clearinghouse for Junior College Information, University of California, Los Angeles, and was the Assistant to the President and Dean of Students at Gaston College in Gastonia, North Carolina. He has served as a guest lecturer and consultant on junior college education at U. C. L. A., Duke University and others.

Dr. Roueche has written numerous books and articles on junior college instruction and administration, including: "The Junior College President and Institutional Research", Salvage, Redirection or Custody: Remedial Education in the Junior College, "The Open Door College: Problems of the Low Achiever", and The Junior and Community College Faculty: A Bibliography.

Dr. Roueche was listed in Who's Who in American Education in 1966-1967, and in Who's Who in the South and Southwest in 1967.

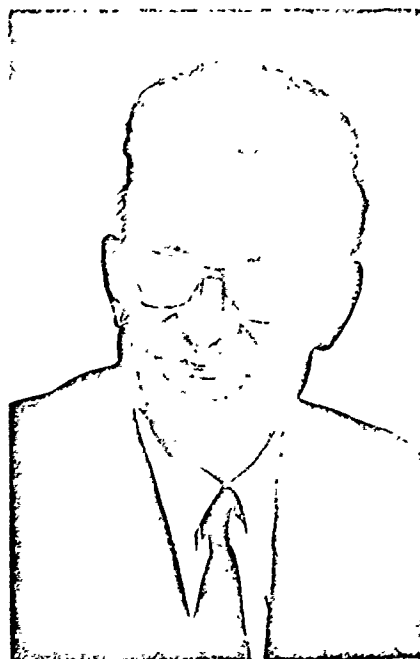
SECOND WEEK

JUNE 7 - 11

INSTRUCTOR: Dr. Robert H. Davis

GOAL: To gain an understanding of Learning System Design

TOPICS: Learning Objectives
Instructional Objectives
Task Description
Types of Learning
Analyzing Task and Learner Characteristics
Task Analysis



DR. ROBERT H. DAVIS

Dr. Robert H. Davis is Assistant Provost and Director, Educational Development Program, Michigan State University. Dr. Davis received his Ph.D. degree in experimental psychology from the Michigan State University in 1953. He received his M. A. degree With Distinction at Michigan State University in 1950.

Dr. Davis has served as the Principal Scientist for the System Development Corporation in Santa Monica, California in 1955-65, where he headed training research and indoctrination laboratory and developed specialized simulation techniques for training programs now in use by the Air Force throughout the United States, Canada, and parts of Europe and Asia. Dr. Davis was an Assistant Professor at Allegheny College in Meadville, Pennsylvania from 1952 to 1955, where he taught experimental psychology, learning theory and related topics.

Dr. Davis has written numerous articles and monographs, including the following: "Interaction of Individual Differences with Modes of Presenting Programmed Instruction", "Student Attitudes, Motivations Shown to Influence Reception to Televised Lectures", "SLATE Your Students for Structured Self-Tutoring", and "Interaction of Individual Differences with Methods of Presenting Programed Instructional Material by Teaching Machine and Computer".

THIRD WEEK

JUNE 14 - 18

INSTRUCTOR: Dr. Stephen Yelon

GOAL: To assist institute participants to apply and implement the learning system design.

TOPICS: General Principles to Learning and Motivation
Perceptual Motor Skills
The Learning and Teaching of Concepts
The Learning of Principles and Problem Solving
Evaluation--Its Meaning
Student and Program Evaluation



DR. STEPHEN YELON

Dr. Stephen Yelon is the Assistant Director of Learning Services at Michigan State University. He received his Ph.D. in Education and Psychology in 1966 from the University of Michigan. He received his M. A. in Psychology in 1965 from the University of Michigan. Dr. Yelon also attended Oswego State Teachers College, a branch of the State University of New York.

Dr. Yelon has served as an Associate Professor of Educational Psychology at Michigan State University. He has taught courses in instructional design and development, learning, child development, etc. As Assistant Director of Learning Services at MSU, he plans and conducts learning studies; applies system analysis and design technology to instructional systems. Dr. Yelon has served as a staff member and psychologist of the University of Michigan Fresh Air Camp for emotionally disturbed and aggressive delinquent boys. He has served as a consultant for numerous workshops on instructional design.

Dr. Yelon has written numerous books and articles on learning, including the following: School Learning, Strategy for Writing Objectives, "Crawling Before You Walk: First Steps in Instructional Design", and "An Alternative to Letter Grades".

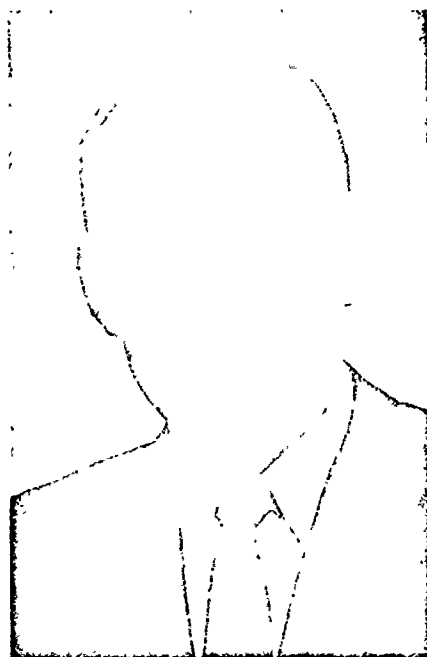
FOURTH WEEK

JUNE 21 - 25

INSTRUCTORS: Mr. Walter E. Hunter
Dr. Glynn E. Clark

GOALS: To provide participants with the opportunity to learn how to "institutionalize" a learning system design. To share ideas that beget innovation and effective teaching. To illustrate specific approaches utilized by one community college to achieve that objective.

TOPICS: How to Introduce the Learning System Design to the Faculty
How to Introduce a Concept of Self-Directed Learning and Describe How It Functions
Demonstration of an In-Service Program Model Designed to Maintain a Creative and Active College Staff
How to Provide a Supportive Climate for Faculty Initiated Research and Development
Description of Successful Innovative Projects



WALTER E. HUNTER

Walter E. Hunter is the Associate Dean of Instruction at Meramec Community College in St. Louis. Mr. Hunter is a doctoral candidate in Community College Leadership at the University of Colorado. He received his M.A. in Educational Psychology from the University of Nebraska in 1953. He has also attended the University of Chicago and Nebraska Wesleyan University.

Mr. Hunter has served as a Research Associate for the Atomic Energy Commission at Argonne National Labs. He has taught Chemistry at Rich Township High School in Park Forest, Illinois, and at Earlham College in Richmond Indiana.

Some of Mr. Hunter's publications include: "Chemistry Programed Learning Materials", "In St. Louis--A Green Light for Innovation", "Systems Approach to Teaching and Learning", and "Junior College District of St. Louis"

* * *



Dr. Glynn E. Clark is the President of Meramec Community College and Vice-President of the Junior College District, St. Louis-St. Louis, County. Dr. Clark received his Ed.D. at Washington University in 1957.

Dr. Clark has served as a Director of Guidance Services, a Psychological Examiner, an Instructor, Coach, and Principal in St. Louis Public Schools. He has served as President of Harris Teachers College. He has been a guest instructor at the University of Maine, Washington University, and a consultant at Wyoming University. He has served as the President of the Missouri Association of Junior Colleges, and was the Chairman of the Advisory Committee of the Midwest Community College Leadership Council.

Dr. Clark is a member of the American Psychological Association, the National Education Association, and Phi Delta Kappa.

DR. GLYNN E. CLARK

INSTRUCTORS: Mr. Thomas E. Barton
Mr. Joe Fantl

C AL: To demonstrate to the participants the strategies in the development of institutional involvement in a phased instructional system design including the community, the administration and the faculty.

TOPICS: Involvement and Commitment--the Ingredients for Developing A Phased Instructional System: Those Involved in the Development of the System; the Need for A Firm Commitment of Performance from Those Who Are Involved.

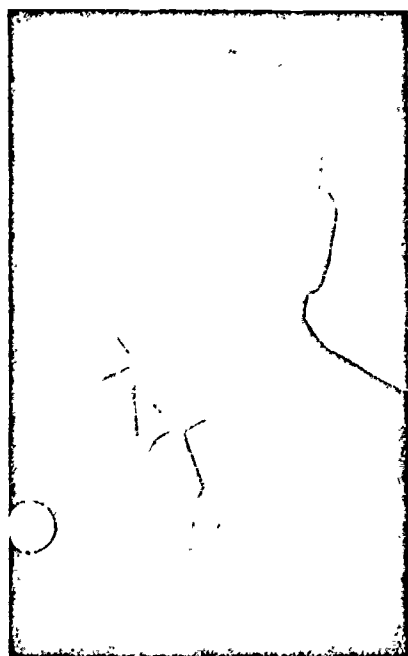
- A. Community Involvement
 - Public Relations
 - Advisory Committees
 - Community Services
 - Business and Industry
 - Involving the Centers of Industry
- B. The Administration
 - Charting the Course
 - Winning Confidence
 - P P B S
- C. Evaluation
 - Participant Involvement in Evaluating the Proposed Strategy



THOMAS E. BARTON

Mr. Thomas E. Barton received his M.A. in Educational Administration in 1960 at George Peabody College in Nashville. He is presently doing his graduate study toward his doctorate at Duke University.

Mr. Barton is presently the Director of the Greenville Technical Education Center in Greenville, South Carolina. He has served as the Area Superintendent of Oconee County Schools in South Carolina. He has also served as the Athletic Director, Coach and Instructor in public schools in Georgia and South Carolina. He was the recipient of the National Society of Professional Engineer Award for "Outstanding Service to the Engineering Profession Through the Field of Education".



Mr. S. Joseph Fantl is the Public Relations Director for the Greenville Technical Education Center in Greenville, South Carolina. He is a graduate of the University of Chicago where he received his Bachelor of Science degree in 1940. He also attended the New School for Social Research in New York City where he received his Masters degree in Fine Arts.

Mr. Fantl spent ten years in the textile industry where he received experience in supervision, management, personnel administration, and public relations. From 1958 to 1967, Mr. Fantl was engaged in advertising, public relations, and sales management with American Homes, Inc., and the Louis P. Batson Co. of Greenville, South Carolina.

From 1963 to 1967, he was engaged in public relations work for Greenville Technical Education Center on a part-time basis and, in 1967, Mr. Fantl joined the administrative staff of Greenville TEC on a full-time basis.

Mr. Fantl has done extensive writing, both fiction and non-fiction and is currently at work on a book dealing with public relations in post-high school education.

SIXTH WEEK

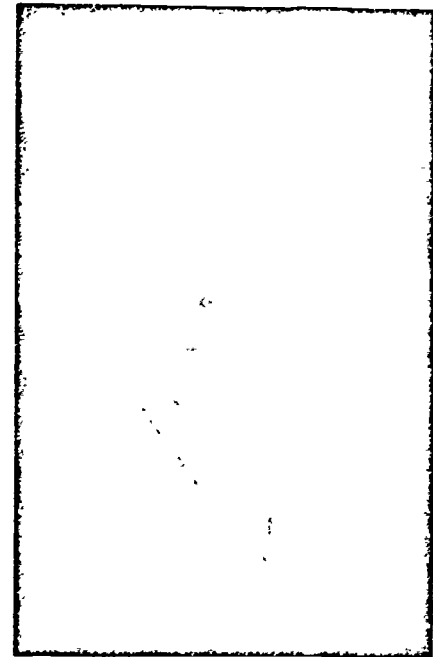
JULY 5 - 9

INSTRUCTOR: Dr. John Roueche

GOAL: Participants will know how to initiate change on their campuses.

TOPICS: Implementing Learning-Oriented Instruction
Organizational Change Strategies
Overcoming Resistance to Change
Reinforcement Concepts
Developing Openness on Campus

OBJECTIVE: Each participant will develop a comprehensive plan of action, outlining strategies to be utilized in implementing learning-oriented instruction on his campus.



DR. JOHN ROUECHE

Dr. John Roueche is Professor of Junior College Education at The University of Texas at Austin. Dr. Roueche received his Ph.D. at The Florida State University in 1964. He received his M.A. at Appalachian State University in 1961. He also attended Lenoir-Rhyne College and Mitchell Colleges in North Carolina.

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Dr. Roueche was listed in Who's Who in American Education in 1966-1967, and in Who's Who in the South and Southwest in 1967.

SOUND EDUCATION REPORTS

- Education Mid-Century and Instructional Technology, Vol. 1 # 1 - cassette and script
- Instructional Objectives, Part A, Vol. 1 # 2 - cassette and script
- Instructional Objectives, Part B, Vol. 1 # 3 - cassette and script
- Audio Tape Cassettes in Classroom and Carrel, Vol. 1 # 4 - cassette and script
- Teacher Education--Part A: Teaching, a Marriage of Art and Technology, Vol. 1 # 5 - cassette and script
- Teacher Education--Part B: Teacher Training for the Seventies--with Mr. Robert Branson, Dr. Phil Lange, and Dr. Gabriel Ofiesh, Vol. 1 # 6 - cassette and script
- Programmed Instruction 1970, and Performance Contracting Vol. 1 # 7 -cassette and script
- Contingency Management, a series of interviews, Vol. 1 # 8- cassette and script
- Multi-Media Learning Center--Part A: Dual-Access Systems, by Dr. Gabriel Ofiesh Vol. 1 # 9 - cassette and script
- Classroom as Instructors and Managers, a series of interviews Vol. 1 # 10- cassette and script
- Individualized Instruction, a series of interviews, Vol. 1 # 11--cassette & script
- Multi-Media Learning Center--Part B: Site Visits, Vol. 1 # 12--cassette & script
- An Interview with Dr. B. F. Skinner, Special Report No. 1 -cassette and script
- The classroom Simulated Tutorial, Audiovisual Report No. 1 - filmstrip, cassette and script
- What students learn, and How--by Dr. Robert M. Gagne, Special Report No. 2--cassette and script
- New Training for the Jumbo Jets, Audiovisual Report No. 2

LISTING OF E. R. I. C. ABSTRACTS

- ED 002 261 "Systems" Approach to the Coordination of Instruction and Learning Research, Armand J. Hunter
- ED 012 185 The Changing Role of the Library on the Junior College Campus, Lora Lee
- ED 014 891 An Examination of the Structure and Effectiveness of Slide-Tape Packed by Rational Analysis and Self-Sequencing Tech., Casper F. Paulsen, Jr.
- ED 014 892 Evaluation of Summer 1966 NDEA Institutes for Educational Media Specialists and School Librarians, James W. Brown and Donald J. Brown
- ED 014 895 Principles and Problems in the Preparation of Programed Learning Sequences, Robert Glaner
- ED 014 902 A Communication System for Higher Education, J. Donald Mild and Kenneth D. Doughty
- ED 014 915 Self-Direction in Programed Learning by Instruction, Vincent Gonyea
- ED 014 916 Learning from R-M Theory to Educational Planning, Vincent J. Gonyea
- ED 014 946 The Administration of Library Instructional Services in the Community College: Highlights of a Conference (Wayne State University, Nov. 9, 1965), Charles Alexander
- ED 015 650 The Overhead Projector in the Physics Lecture, Walter Epsteinstein
- ED 015 664 Personnel for a Complete Instructional Program, Harold Caldwell
- ED 015 669 Exploring Ways to Integrate Audio-Visual Media with Elementary School Instruction Practices, John Belforte
- ED 015 674 A Basic Reference Shelf on Instructional Media Research, Series 1: Visual Educational Media: Guides to the Literature, Jack W. Edling
- ED 015 679 Branching Programs in Automated Instruction--A Simplified Format, Arnold Roe
- ED 015 681 Elements of an Effective Audio-Visual Program, A Handbook for Wisconsin Educators, Robert C. Wheeler
- ED 015 686 The Analysis of Instructional Objectives, Robert M. Gagne

- ED 016 383 New Media and Changing Education Patterns, James W. Brown and Ruth H. Aubrey
- ED 016 402 Innovation in Student Discussion and Related Procedures, Neil J. Webb
- ED 017 182 Instructional Television--A Utilization Guide for Teachers and Administrators, James H. Gaylord
- ED 019 008 Multi-Media Catalog of the Instructional Materials Center, Saginaw Intermediate School District, Michigan
- ED 019 011 A Basic Reference Shelf on the New Media and Teacher Training, Henry T. Ingle
- ED 019 012 A Basic Reference Shelf on Facilities for Instructional Media, James D. Macconnell and Clarke E. Schiller
- ED 019 013 A Basic Reference Shelf on Programed Instruction--A Series by Robert Glasner and Mary Louise Murino
- ED 019 051 Educational Specifications for the North Campus of Seattle Community College, C. W. McGuffey
- ED 019 052 Educational Specifications for the South Campus of Seattle Community College, C. W. McGuffey
- ED 019 435 Technology-Resource Center for Vocation Technical Education, Rutgers-The State University, New Brunswick, New Jersey
- ED 019 874 Guide for Cooperative Evaluation of County and District A-V Programs-California State Department of Education, Sacramento
- ED 025 257 An Exploration of the Learning Resources Philosophy and Service Being Developed in the Junior Colleges of Minnesota, Willard Philipson
- ED 027 044 Ten Steps for the Establishment of the Comprehensive Community College Library, Norman E. Tanis
- ED 027 601 Evaluation and Change in Education, Egon G. Gubb
- ED 027 478 Study Discussion Programs: A Guide for Their Selection and Use, American Library Association
- ED 027 622 Some Principles and Practices of Evaluation, Ernest Bertz
- ED 027 713 The Klein Concept for Team Teaching and Continuous Progress Education, Mount View School District, Cal.
- ED 027 724 Suggestions for Developing Educational Specifications, Kansas State Department of Public Instruction, Topeka

- ED 027 755 Educational Technology--The White Elephant, Andrew K. Mainor
- ED 027 867 Criteria Relating to Educational Media Programs in Junior Colleges, A-V Standards Committee of the Michigan Comm. & Junior College Library Adm.
- ED 027 877 EPDA Institute for Teacher Aides, Pasadena City College, Calif., Ruth McFarlane
- ED 027 882 Instructional Aide Program--Shoreline Community College, Seattle Washington
- ED 027 885 Multi-Media Instructional Programs, Arthur M. Cohen
- ED 027 896 The Role of Paraprofessionals in the Schools, A National Study, Laurel N. Tanner and Daniel Tanner
- ED 028 103 A Structure and Scheme for the Evaluation of Innovative Programs, Evaluative Programs for Innovative Curriculum
- ED 030 208 A Design for Evaluating Educational Programs in a Large City, Gary Marco
- ED 030 323 Developing the Instructional Specification, Vernon S. Gerlach
- ED 030 325 Producing the 8mm Self-Instructional Film: A Demonstration Kit Vernon S. Gerlach
- ED 030 970 Man About School or How Can the Principal Be or Become an Instruction Leader?, John A. Stanavage
- ED 031 221 The Preparation of Faculty for the Implementation of Innovation in Curriculum and Instruction: Guidelines for Orientation and In-Service Education Program, Mary E. Jensen
- ED 033 588 Plan for Progress in the Media Center, Iowa State Dept. of Public Instruction, Des Moines
- ED 033 601 Entering Audiovisual Competencies, Areas of Graduate Study in Audiovisual Education, and Placement Expectations of Master's Degree Candidates in Audiovisual Education. A Summary Report on the Professional Audiovisual Education Study (PAVE).
- ED 033 681 Instructional Objectives for a Junior College Course in Accounting, Michael Capper
- ED 033 691 Instructional Objectives for a Junior College Course in Economics, Michael Capper

- ED 033 696 Instructional Objectives for Junior College Course in Geology, Michael Capper
- ED 033 697 Instructional Objectives for a Junior College Course in Physical Geography, Michael Capper
- ED 033 698 Instructional Objectives for a Junior College Course in Geometry Michael Capper
- ED 033 702 Instructional Objectives for Junior College Course in U. S. History to 1865. Michael Capper
- ED 033 703 Instructional Objectives for a Junior College Course in U. S. History Colonial Times to Date, Michael Capper
- ED 033 706 Instructional Objectives for a Junior College Course in Journalism. Michael Capper
- ED 033 708 Instructional Objectives for a Junior College Course in Philosophy. Michael Capper
- ED 033 714 Instructional Objectives for a Junior College Course in Shorthand Michael Capper
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 Webb
 Wilkerson
 Wilkins
 Wirth

WEEK TWO

Ausmus
 Grandt
 Parker
 Speck
 Belknap
 DeHart*
 Hancock

Polnac*
 Spies
 Blackburn
 DeLany
 Haraughty
 Stutzenburg
 Bleeker

Ellerts*
 Harman
 Rusk
 Talley
 Garcia
 Fields
 Huguen
 Schwarz

Webb*
 Caskey
 Fitzpatrick
 Madison-Bacon
 Sivells
 Wilkerson
 Castillo
 Gillespie

McKinney*
 Shelp
 Wilkins
 Creel
 Gillis
 Montgomery
 Solberg
 Wirth

WEEK THREE

Ausmus
Polnac
Eilerts
Webb
McKinney
Spies*
Harman

Caskey*
Shelp
Grandt
Blackburn
Rusk
Fitzpatrick
Wilkins
Parker

DeLany
Talley
Madison-Bacon
Creel
Speck
Haraughty
Garcia*
Sivells

Gillis*
Belknap
Fields
Wilkerson
Montgomery
DeHart
Stutzenburg

Hughen*
Castillo
Solberg
Hancock
Bleeker
Schwarz
Gillespie
Wirth

WEEK FOUR

Ausmus
Caskey
DeLany
Gillis
Hughen
Polnac
Shelp
Talley*

Belknap
Castillo
Eilerts
Grandt
Madison-Bacon
Solberg*
Webb

Blackburn
Creel
Fields
Hancock
McKinney
Rusk*
Speck
Wilkerson

Bleeker
Fitzpatrick
Haraughty
Montgomery*
Schwarz
Spies
Wilkins

Garcia
DeHart
Gillespie
Harman
Parker
Sivells*
Stutzenburg
Wirth

WEEK FIVE

Belknap
Grandt
Parker
Speck
DeHart
Hancock*
Polnac

Blackburn*
Ellerts
Haraughty
Spies
Fields
Harman
Rusk

Bleeker
Fitzpatrick
Hughen
Schwarz*
Stutzenburg
Gillespie
Madison-Bacon
Sivells

Garcia
Gillis
Talley
McKinney
Shelp*
Webb
Montgomery
Solberg

Caskey
Castillo
Creel*
Wilkerson
Wilkins
Wirth
Ausmus
DeLany

WEEK SIX

Wirth*
Ausmus
Grandt
Creel
Montgomery
Gillis
Parker

Wilkins
Belknap*
Hancock
McKinney
Polnac
Solberg
Spies
Blackburn

Wilkerson*
Bleeker
Haraughty
Madison-Bacon
DeHart
Gillespie
Stutzenburg

Webb
Garcia
Harman*
Ellerts
Rusk
Caskey
Hughen
Sivells

Talley
Castillo
Speck
Fields
Fitzpatrick*
Schwarz
Shelp
DeLany

PARTICIPANTS' RATINGS OF INSTITUTE EXPERIENCES

INSTRUCTIONAL DEVELOPMENT INSTITUTE

THE UNIVERSITY OF TEXAS AT AUSTIN

MAY 31 - JULY 9, 1971

EVALUATION
HIGHER EDUCATION INSTRUCTIONAL DEVELOPMENT INSTITUTE
THE UNIVERSITY OF TEXAS AT AUSTIN

Directions

Please comment on the following specific questions. Use the back of the sheet if you desire.

1. Do you have any suggestions as to how to improve the effectiveness of the institute's advance publicity?

Some of the suggestions included: the mailing of publicity materials to instructors as well as administrators; including former participants on mailing list; that the publicity be distributed earlier; that the publicity be included in professional journals and junior college newsletters.

2. Was the orientation presentation on the first day of your attendance effective?

All indicated that the orientation presentation was effective and that it gave them insight into the direction the institute would lead them.

3. Were the practical application experiences of value (laboratory work, field trips, and individual projects)?

The majority of the participants felt that these experiences were of value. Many commented that the audio-visual laboratory was excellent, and that the small field trips were well organized.

4. Were there any aspects of the institute that you feel were innovational or unique in nature as compared to other institutes, workshops, seminars, etc., of which you have knowledge?

The rapport among the staff-faculty-participants was cited as the most unique factor of the institute. They felt that the effectiveness of the committee reports, the informal yet effective atmosphere, and the high degree of flexibility and response to student feedback were assets of the institute. They felt that the participant make-up of an instructor-administrator mix and in-state and out-of-state mix was beneficial to them and added effectiveness to the institute program.

5. What was the most significant thing that happened to you during the institute program?

Many indicated that their attitude change was the most significant thing that happened to them. This consisted of their becoming aware of the importance of the utilization of student feedback, and their introduction to change-implementing strategies.

6. What will you do differently as a result of the program?

Most said that they would refine and revise their objectives, initiate individualized courses and encourage their fellow faculty members to do the same. They indicated that they would utilize more fully the feedback from their students.

7. Should there be a follow-up program? If so, what would you suggest?

Yes, most suggested that there be some form of follow-up program. Some suggestions were exchange of newsletters on implemented programs and conducting informal meetings of former participants during the TJCTA meeting. Some felt that the follow-up program should emphasize media.

8. Please indicate what you consider to be major strengths of the program.

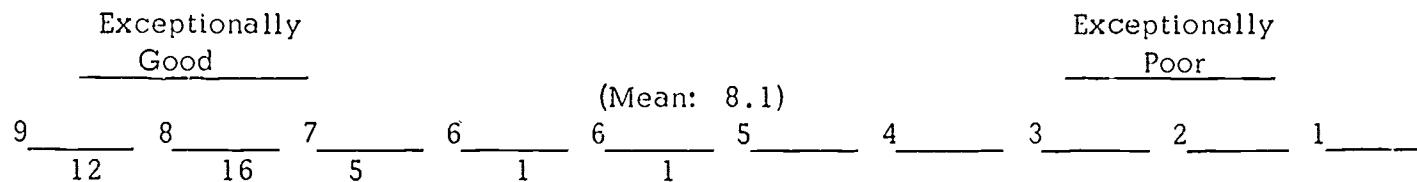
The major strengths mentioned were the selection of strong consultants, the effective media presentations, the flexibility, the good organization, the helpfulness of the staff, and the general rapport and group interaction.

9. Please indicate what you consider to be major weaknesses of the program.

The major weaknesses cited were the length of the sessions, many felt that in some cases they were too long; the material was at times repetitive, there seemed to be a lack of coordination between consultants in some cases. They felt that there should be a pre-institute reading list to provide common ground. They felt that they needed more time for study and reading. They felt that there should be a planned follow-up.

10. Overall Evaluation

Looking at all aspects of the institute, and comparing them with previous educational experiences you have had, please rate it on the continuum below.



11. Any other comments.

Most were too general to summarize.

Directions

The following seeks your opinions as to the way this institute was organized in obtaining its written goals. The purpose of this form is not to evaluate your particular institute but to gather data as to its effectiveness in organization. The following statements are written from the point of view of a participant. You are asked to score your answer sheet with a scale that corresponds to how much you agree or disagree with the following observations. Please circle the number you choose.

<u>Strongly Agree</u>	<u>Agree</u>	<u>Probably Agree</u>	<u>Probably Disagree</u>	<u>Disagree</u>	<u>Not Applicable</u>
5	4	3	2	1	0

1. Provisions were made available for us to review or research pertinent information in the areas covered by this institute's program.

(Mean: 4.6)

2. The opportunity to place notes and selected handouts into separate notebooks will be of value to us when we wish to retrieve information at a later time.

(Mean: 4.8)

3. The scheduling of faculty personnel allowed them to be available for consultation.

(Mean: 4.0)

4. Common elements during the morning presentations were arranged in order to complement the afternoon "lab" experiences.

(Mean: 3.3)

5. Faculty members appeared to be conversant with the types of problems that I face back at my campus.

(Mean: 4.3)

6. The arrangement of selected instructional and laboratory experiences had lended support to my belief that at my institution we are already proceeding in the right direction.

(Mean: 3.3)

7. Effective faculty-participant interactions were emphasized throughout the institute.

(Mean: 4.4)

8. Throughout the institute, media software and hardware were made available for our use.

(Mean: 4.4)

9. Many of us considered the allocations for instructional space to be adequately supportive for our needs.

(Mean: 4.4)

10. When one considers the goals for the institute's program, one finds that the proportion of "sit and listen" activities was reasonable.

(Mean: 3.2)

11. The handling of administrative details such as stipends, registration, etc., was effectively done.

(Mean: 4.9)

12. If I were to evaluate myself in terms of professional growth, I would say that I have experienced more than a review of the present state of the art.

(Mean: 4.7)

13. The small groups, coffee breaks, mixers, field trips, and "bul" sessions enabled us to get together and discuss many problems and their possible solutions.

(Mean: 4.6)

14. During the course of this institute, the faculty has sought ways of providing for involvement and problem solving experiences.

(Mean: 4.4)

15. An effort was made to provide the participants with more experiences than were objectives of the institute.

(Mean: 4.0)

16. The program was operationalized in such a way that by the end of the fourth week most of the "big ideas" began to fall into place.

(Mean: 4.2)

17. This institute has provided opportunities for participants to establish communications with other participants which may continue even after the institute.

(Mean: 4.4)

18. Sufficient supplies of materials and equipment in the right places at the right times were found to be the rule rather than the exception to the rule.

(Mean: 4.8)

Exceptionally				Exceptionally	
Good	Good	Fair	Poor	Poor	Not
<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Provided</u>
					0

Please rate the following questions using the continuum above.

1. How realistic and useful were the objectives of the institute (in terms of your own interests, experiences, and job functions?)

(Mean: 4.5)

2. To what extent was the course content of the institute appropriate to its stated objectives?

(Mean: 4.0)

3. How would you rate the attention given in the institute to theoretical aspects of educational communication?

(Mean: 4.1)

4. How would you rate the attention given to skill-type activities?

(Mean: 4.1)

5. How would you rate the attention given to providing essential background information?

(Mean: 4.3)

6. As a whole, how appropriate was the institute program for the professional development of an instructional developer?

(Mean: 4.6)

7. How would you rate the appropriateness of the level (difficulty, advancement) of courses or activities of your institute?

(Mean: 4.2)

8. How would you rate the general quality of teaching in lecture-type classes?

(Mean: 3.8)

9. How would you rate the general quality of teaching in small-group (seminar-type) classes?

(Mean: 4.2)

10. How would you rate the general quality of teaching in lab-type classes?

(Mean: 4.4)

11. How would you rate the quality and amount of attention given to individualized instruction in the institute?

(Mean: 3.8)

12. How appropriate was the proportion of "sit and listen" activities to "lab-type" activities?

(Mean: 3.4)

13. How appropriate were the methods of instruction used in various courses or for various activities?

(Mean: 4.0)

14. How would you rate the participants' enthusiasm for, and interest in, the content of the institute?

(Mean: 4.5)

15. How would you rate participants' general esprit de corps?

(Mean: 4.8)

16. In general, how appropriate was the content of the institute to the participants' probable future job responsibilities?

(Mean: 4.5)

17. To what degree were the regular instructors familiar with problems and new developments of today's schools?

(Mean: 4.6)

18. To what extent were visiting (short-term, one day to a week) staff members familiar with problems and new developments of today's schools?

(Mean: 4.4)

19. How would you rate the helpfulness of the institute staff to you?

(Mean: 4.8)

20. To what degree did the staff demonstrate good use of "new media" in their own teaching?

(Mean: 3.6)

21. How would you rate staff members attempts to involve you actively in learning experiences?

(Mean: 3.6)

22. Educational media or instructional resource center for the institute itself.

(Mean: 4.5)

23. How would you rate the overall administration of the institute?

(Mean: 4.8)

Please rate each of the visiting faculty members on the following criteria:

- 5 = Exceptionally Good
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = Exceptionally Poor

(Mean Ratings Listed)

	Content Value	Relevance of Material	Method of Instruction	Involvement in Active Learning Experiences	Overall Evaluation
<u>Roueche</u>	4.6	4.6	4.1	4.1	4.5
<u>Davis</u>	4.0	4.0	3.1	3.1	3.3
<u>Yelon</u>	4.6	4.6	4.6	4.6	4.6
<u>Hunter</u>	4.2	4.3	3.5	4.0	4.0
<u>Barton</u>	4.0	4.1	3.3	3.1	3.6
<u>Clark</u>	3.4	3.8	3.0	3.1	3.3
<u>Fantl</u>	4.1	4.3	3.7	3.5	3.8

Please place a check mark by the answer you desire in response to the following statements:

In relation to your school assignment, do you feel the content and activities of the institute to be:

- 7 Of immediate benefit?
- 2 Introductory to long-range benefits?
- 24 A combination of the above two?
- 1 Not closely related but of limited benefit?
- 0 Of benefit vaguely in the future?

To what extent were the stated purposes and objectives of the institute program realized?

- 30 To a great degree
- 4 To a moderate degree
- 0 To a little degree

What is your feeling about the total work load of the institute?

- 1 Too heavy
- 30 About right
- 3 Too light

To what extent did the instructional materials and activities used in the courses and workshops of your institute present new ideas and/or new approaches for you?

- 27 To a great degree
- 7 To a moderate degree
- 0 Little or none

PARTICIPANT INFORMATION AND EVALUATION FORMS

OE FORM 1216